DOCUMENT RESUME

ED 320 382 EC 231 196

AUTHOR Cawood, J.
TITLE Developing Talent Potential in Non-School Settings in South Africa.
PUB DATE Jul 89
NOTE 16p.; Paper presented at the World Conference on Gifted and Talented Children (8th, Sydney, Australia, July 1989). Diagram on page 7 will not reproduce well due to small, broken type.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Enrichment Activities; *Extracurricular Activities; Foreign Countries; *Gifted; Leadership Training; *Talent; Youth Clubs
IDENTIFIERS *South Africa

ABSTRACT

The paper briefly describes non-school enrichment programs and services for gifted and talented students in South Africa. Preliminary discussion examines the context of non-school interventions, the relevancy of non-formal gifted child education, and categorizing non-school provisions for this population in South Africa. Programs are listed under the categories of: academic, aesthetic, kinematic, leadership/psychosocial, creativity, and intellectural/psychosocial. The bulk of the paper focuses on the following unique South African non-school provisions: (1) Transvaal Education Department's Extra Curricular Centres, (2) parent/community associations in South Africa (including a list of active, newly established, and inactive associations), (3) Schmerenbeck Educational Centre at the University of the Witwatersrand in Johannesburg, (4) Saturday clubs in Soweto and Alexandra, and (5) student leadership development work and research at the University of Stellenbosch. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED320382

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SYDNEY

THE EIGHTH WORLD CONFERENCE ON GIFTED AND TALENTED CHILDREN

SYDNEY, AUSTRALIA - JULY 1989

DEVELOPING TALENT POTENTIAL IN NON-SCHOOL SETTINGS IN SOUTH AFRICA

Dr J Cawood
University of Stellenbosch
STELLENBOSCH
SOUTH AFRICA

When A. Harry Passow presented a paper on "Education of the gifted in world perspective" at a plenary session of the World Conference in Manila, Philippines in 1983 he stated: "In a good number of countries out-of-school provisions seem to be either the only provisions made for the gifted or talented or represent a significant component of such provisions". He also referred to the cyclical history of gifted child education (GCE) in many countries and metaphorically pointed out that the education of the gifted glass is half-empty or half-full.

This paper will not deal with the cyclical history of GCE in Southern Africa, nor will it endeavour to give an indication of the volume in the GCE glass. It will, however, be dealing with the development of talent potential in non-school settings in South Africa and, to link up with Passow's metaphor, the state of the art concerning this form of provision for the talented may be referred to as "our cup runneth over".

The outline of the paper will be as follows:

- contextualizing non-school interventions
- the relevancy of non-school education
- categorizing non-school provisions
- focussing on some "unique" South African provisions:

  extra curricular centres
  parent associations
  Schmerenbeck Educational Centre
  Saturday classes in Soweto and Alexandra
  student leadership development

EC231196

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Cawood
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1. CONTEXTUALIZING NON-SCHOOL INTERVENTIONS

In the report of the HSRC*: INVESTIGATION INTO EDUCATION (1981) it was declared that the system for the provision of education in a modern society embraces three interdependent but clearly distinguishable fields, namely informal, formal and non-formal education.

Informal education is education that is given in situations in life that come about spontaneously, for example within the family circle, the neighbourhood and so on.

Formal education is education that takes place in a planned way in recognized institutions such as schools, colleges, technikons, universities, etc.

Non-formal education is education that proceeds in a planned but highly adaptable way in institutions, organizations and situations outside the spheres of formal and informal education, for example in-service training in the work situation

The HSRC contextualizes non-formal education and declares that the adequacy of the planned provision of education in a modern society cannot be measured only in terms of formal provision but should also be evaluated on the basis of both formal and non-formal provision. The provision of non-formal education should be planned in such a way that on the one hand it interacts directly with and supplements the provision of formal education, and on the other hand serves both the career and leisure time needs of the individual. In several memoranda and in research stress has been laid on the special importance of the contribution that non-formal education should make, particularly with regard to manpower needs.

In Passow's presentation referred to initially he also observes that gifted education in too many countries seems to be an esoteric endeavour rather than part of the educational mainstream. The fact that GCE forms part of a total school plan for the pursuit of excellence and the nurturance of individual talent potential is very evident in most Departments of Education in Southern Africa. Provision for developing talent potential in non-school settings is clearly incorporated as non-formal education and it is also an integral part of educational provision in most departments. The Cape Education Department pursues a Four Area approach to GCE and non-school provisions are clearly entrenched in the Area 3 provision:

Area 1	:	All pupils
Area 2	:	Top 1 to 10%
Area 3		Varying groups with potential linking up with non-school interventions
Area 4	:	Exceptional individuals

* Human Sciences Research Council

The contextualizing of non-school interventions is also very apparent in Natal Education Department's three-tiered approach to GCE:

Tier 1 : Curriculum enrichment for all pupils
Tier 2 : Curriculum extention for selected pupils
Tier 3 : Talent development in non-school settings

2. THE RELEVANCY OF NON-FORMAL GCE

The relevancy of non-formal education in out-of-school- settings is apparent when is contrasted to that of formal education in school.

Formal education in schools	Non-formal education in out-of-school settings
	adaptable on short term
	provision for specific limited needs
	research based new knowledge
	specialized skills
	sophisticated facilities

To supplement GCE in schools the development of talent potential in non-school settings is essential.

3. CATEGORIZING NON-SCHOOL PROVISIONS FOR THE GIFTED & TALENTED IN SOUTH AFRICA

The following five internationally accepted manifestations of giftedness was used as the basis of classification:

Intellectual/Academic
Creativity
Leadership/Psycho-social
Aesthetic
Kinematic

In the categories that follow an endeavour has been made to be as comprehensive as possible. Due to the wide range of options available in a big country it, may be, however, incomplete. In future, this list will be revised continually.

GIFTED CHILD EDUCATION: NON-SCHOOL SETTINGS

CATEGORIES	PROVISIONS
ACADEMIC	TED EXTRA CURRICULAR CENTRE
	TEACHERS' CENTRES: PHASE 3 PROGRAMME (OFS)
	TEACHERS' CENTRES: HOLIDAY SCHOOL (CED)
	TEACHERS' CENTRES: PROBLEM SOLVING BOWL (CED)
	UNIVERSITY X: ADVANCED PLACEMENT
	UPE WINTER SCHOOL
	EXPO: YOUNG SCIENTISTS
	US YOUNG SCIENTISTS
	OLYMPIADS (MATHS, SCIENCE, LITERATURE, DOMESTIC SCIENCE. ETC.)
	QUIZ COMPETITIONS
	BUSINESS/STOCK MARKET GAMES
	OBSERVATORIES; AQUARIA; MUSEUMS; PLANETARIA;
	LANGUAGE LABORATORIES
	PUBLICATIONS SUCH AS ENGLISH ALIVE AND FOUNDATION FOR EDUCATION SCIENCE
	ESSAY/STORY COMPETITIONS
	ASTRONOMY CLUBS
AESTHETIC (ART/MUSIC/ DANCE)	EISTEDDFODS
	ART CLASSES/COMPETITIONS
	BALLET AND DANCE CLASSES/COMPETITIONS
	YOUTH ORCHESTRAS
	DRAKENSBERG BOYS CHOIR AND OTHER CHOIRS
	MUSEUMS, ART GALLERIES
	UCT POETRY WORKSHOP
	CAPAB DRAMA PROJECTS
	POTTERY, SCULPTURE, PAINTING CLASSES
	INDIVIDUAL INSTRUMENTAL AND VOCAL TEACHING
	PRIVATE MUSIC SCHOOLS
KINEMATIC (SPORT/GYMNAS- TICS)	SPORTS CLUBS
	GYMNASTICS CLUBS
	AEROBIC CLUBS
	CRAVEN RUGBYWEEK
	PROVINCIAL & INTERPROVINCIAL COMPETITIONS
	SA RUGBY BOARD DEVELOPMENT SCHEME
PSYCHO-SOCIAL	US - PRESIDENTS STUDENT COUNCILS (HEAD-PREFECTS)
	US - RUGBY CAPTAINS
	BURGER/JAYCEE - OTHERS: LEADERSHIP COURSES
	JUNIOR CITY COUNCELLORS
	PUBLIC SPEAKING CLASSES/COMPETITIONS
CREATIVITY	INTEGRATED IN MOST PROVISIONS
ALL CATEGORIES	PARENT/COMMUNITY ASSOCIATIONS
	SCHMERENBECK EDUC. CENTRE
	SOWETO SATURDAY CLUB
	TELEVISION, RADIO, COMPUTERS
	CHESS COMPETITIONS
	FIELD TRIPS
	OUTDOOR EDUC.: SCHOOL IN THE WILDS/FIELD SCHOOLS
	ENVIRONMENTAL EDUCATION
	COMMUNITY MENTORS
	PARENTAL GUIDANCE
	SELF EDUCATION

4. FOCUS ON SOME 'UNIQUE" SOUTH AFRICAN NON-SCHOOL PROVISIONS FOR GIFTED AND TALENTED

Of the long list of provisions given above only five were selected partly due to their "uniqueness". The inverted commas denote the fact that there are nothing new under the sun and that somewhere on the globe some similar endeavour are sure to be found. They are, however, unique in the sense of their situational uniqueness. The selected five are the following:

- Transvaal Education Department's Extra Curricular Centres
- Parent (Community) associations
- The Schmerenbeck Educational Centre at the University of Witwatersrand, Johannesburg
- Saturday classes in Soweto and Alexandra
- Student leadership development at the University of Stellenbosch

4.1 TED: Extra Curricular Centres

The ECC is the most dominant aspect ofthe TED model for the provision for gifted and talented:

- all six subjects on higher grade
- more than six subjects
- special schools for art, ballet and music
- leadership development courses
- mainstream enrichment
- extra curricular centres
- winter schools for rural areas

The ECC are centralized non-school settings on the campusses of teachers' colleges and they are under the jurisdiction of the provincial Department of Education. There are at present four such campusses:

Pretoria	1981
Johannesburg	1981
Potchefstroom	1983
Boksburg	1984

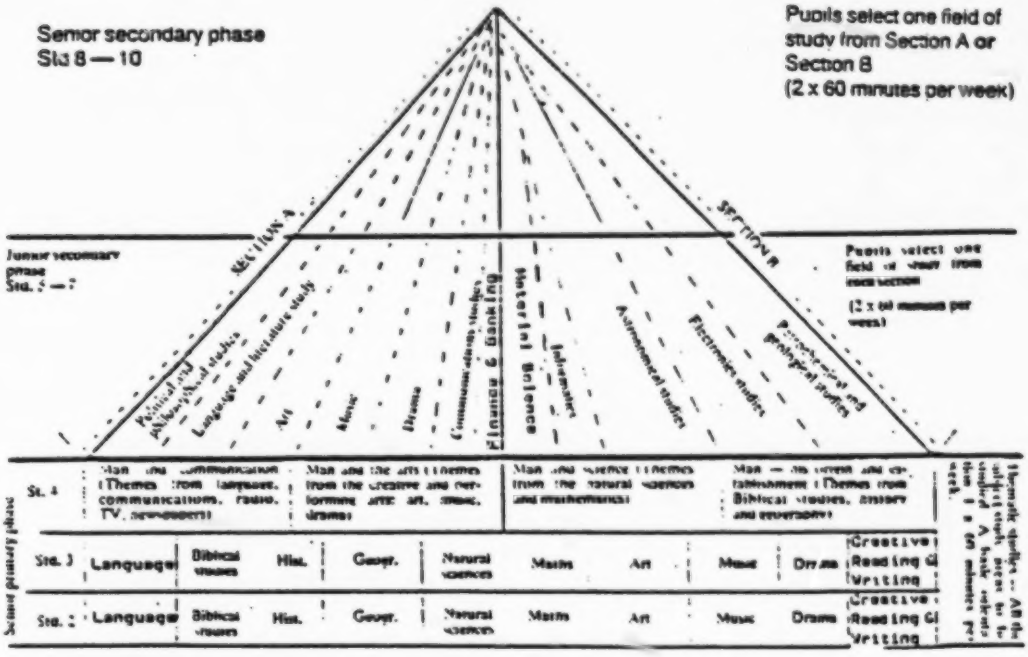
The ECC's are staffed by limited full time academic and administrative staff. They offer classes after school hours weekly which last 1 to 2 hours. The gifted from all schools in the Department are included. Winter schools cater for the needs of the gifted from rural areas. Each centre utilizes about 100 part-time lecturers mostly from tersiary institutions. Departmental funding is supplemented by registration fees, class fees and by sponsors.

The academic mission of the ECC is the acquisition of knowledge in various fields of study not normally acquired at school. The curriculum design is highly structured and

co-ordinated and the contents are enriched and futuristic. Various options cater for varying interests and abilities and new fields of study are included in accordance with the countries' need. There is continuity from grades 4 to 12 and the content initially have a broad base and tapers up to real specialization. The curriculum design is a co-operative venture by curriculum experts, tersiary lecturers, ECC staff and selected representatives from the private sector.

The following diagram gives an indication of the programme and the scheduling:

DIAGRAM OF PROGRAMME AND PERIOD ALLOCATION



The use of the computer is integrated in all fields of study.

BEST COPY AVAILABLE

SENIOR PRIMARY PHASE. Stds 2, 3 and 4 pupils attend classes at the Centre for one period a week. The course is known as Thematic Studies and comprises nine subjects in Std 3 and 10 subjects in Std 4.

JUNIOR SECONDARY PHASE. During the first 15-week cycle in Std 5, pupils attend classes in all the fields of study indicated in Sections A and B (see Diagram), During the second cycle they choose one field of study from each section to be studied for the rest of the Std 5-year.The same applies to Stds 6 and 7.

SENIOR SECONDARY PHASE. Stds 8,9 and 10 pupils attend classes at the Centre one afternoon a week for a double period devoted to the subject of their choice. Twelve subjects are currently offered.

4.2 Parent/Community Associations in South Africa

Voluntary parent or community associations in various parts of the country played the pioneering role in the provision for GCE in South Africa. Especially during the decade 1970 to 1980 they played a major role in both providing after hours programmes and in calling attention to the educational needs of the gifted and talented. During this decade the formal school system was very cautious to introduce innovative provision for the gifted in the formal educational structure. The parents and community responded by establishing parent/community associations all over the country. Jock Omond was the paramount educationalist who advocated this worthwhile cause. In 1989 this retired school inspector is still the chairman of the Port Elizabeth Office for the Gifted and also president of the South African Association for the gifted.

Parent/Community associations are also prone to the waxing and waning that characterises other forms of provisions. A list of present associations and some indication of their present state of being follows:

Very active parent/community associations:

Cape Town
Port Elizabeth
Durban
Johannesburg

Newly established associations:

Richards' Bay
Tzaneen

Inactive in 1989:

Stellenbosch
East London
Bloemfontein

A brief description of The Western Cape Association's mission follows:

WHAT DOES THE ASSOCIATION DO TO HELP?

The object of the Association is to allow for identification of gifted children and to promote, encourage and foster their broader education and development by various means. These include initiating regular activities and stimulatory programmes for children and arranging forums and interaction and exchange of ideas between parents and various authorities on a wide range of relevant problem issues.

WHAT STANDING DOES THE ASSOCIATION HAVE?

The Association which is older than a decade is an autonomous non-profit organization registered with the Department of Health and Welfare and administered by a purely voluntary executive in accordance with a formal constitution. The Association is affiliated with the Southern Africa Association for the Gifted and Talented and maintains links with similar regional bodies elsewhere in South Africa.

The Office for the gifted and talented in Port Elizabeth also offers many facilities. This Office will give advice and information (personal interviews as well as lectures, talks, workshops etc.) to parents, teachers, the Private Sector and especially to doctors, nurses, social workers, inisters etc. and to anyone concerned with recognized or potentially gifted people <u>of any age.</u>

Courses on a variety of topics, visits to centres of interest (Post Office, the harbour), chess for beginners, lectures on philosophy, the solar system, religion and the future are arranged for children of members or for schools.

The Office also scrutinises periodicals, books and newspapers from many parts of the world. A newsletter which is published regularly summarise articles from these sources likely to be of interest to parents and those concerned with formal and informal education of all, but especially of Gifted Children. OGT members may apply for a photostat copy for private internal use only of any summarised articles: fees: 70c for 1st page, 30c for succeeding pages. Copies of book reviews or of articles for possible inclusion in the Newsletter are always welcome.

A wide range of books, periodicals and articles is on display and available on loan from the Office: A collection, possibly unique in the world, of 28 volumes (1987, 3000 pages) of plus minus 12 000 press cuttings on Gifted Education from all countries is regularly brought up to date. The collection is available for research and study by appointment.

The Natal Association for Gifted Children mainly runs holiday programmes of educational enrichment courses and camps. Their main objective is to identify gifted and talented children and to promote, encourage and foster their education in co-operation with the education authorities and help fulfil their potential.

4.3 The Schmerenbeck Educational Centre at the University of the Witwatersrand, Johannesburg

The Schmerenbeck Educational Centre is the only full time university department for CGE in Southern Africa. It has both a research and teacher education mission in the area of GCE and it is also directly involved in the education of gifted, talented and creative pupils.

In its direct involvement the Centre underplays the concept of giftedness and rather helps students to realize that they have to actualize their potential and that they are responsible for making the most of their opportunities.

The Centre originated in 1960 when part time physics classes were organized by concerned parents. This endeavour eventually led to the founding of the Association for the education of gifted children in 1971. The association was very dynamic and positive publicity led to a bequest by a Namibian-German family. In 1975 a building was obtained for the Association on the premises of the University of the Witwatersrand. In 1980 the AEGC dissolved and the Schmerenbeck Educational Centre was founded. In 1985 the Centre obtained a site in the residential area of Parktown.

The activities of the Centre include the following:

- direct education of gifted, talented and creative children
- teacher education
- adult education on giftedness and creativity
- counselling for parents and pupils
- teacher resource centre
- research on GCE
- publications on GCE

The Centre has access to high level personnel, recent research, a range of disciplines and sophisticated facilities not possible in regular schools. It is funded by the University who provides for the maintenance of the building. Student fees and sponsorships cater for the salaries of academic and administrative staff, administrative costs, teacher honoraria and equipment. The staff comprises by the following:

one full time director
one full time psychologist
one full time counsellor
one half day secretary
one half day receptionist

The Centre has a resoure of about 300 teachers 80 of which were involved in 1988. It caters for about 1000 gifted, talented and creative children of all cultural groups.

At present the Centre has four programmes in operation:

1.	MICROSCAPES	pre-school grades 1 and 2 high potential lads
2.	PROJECT PLUS	grades 3 to 9 high ability children
3.	CREATIVE ARTS	grades 3 to 9 talented in arts
4.	YOUTH UNIVERTISY	grades 10 to 12 motivated high potential students

Programmes are presented daily, also on Saturdays, throughout the year, also during holidays. The MICROSCAPES programme, for example, has daily activities on integrated themes. It comprises four units each with a duration of 8 weeks. Individuals link up 2 or 3 times per week. The PROJECT PLUS programme has no less than 80 different courses. It is structured very highly on individual needs and individuals also link up 2 or 3 times per week

4.4 Saturday Clubs in Soweto and Alexandra

The founder of the Gifted Child Programme, Stan Edkins, passed away in June 1988. His vision was to initiate a programme which would enhance the development of body, mind and spirit of the gifted black child, thus establishing a sound foundation for social development and leadership, both while at school and throughout life.

To achieve the best quality of leadership Saturday Programmes were started where English, Maths, Science and General Knowledge are taught in a stimulating and creative way, focusing particularly std 4 and 5 students. The selection of students, therefore takes place at the std 3 level. Educational camps and excursions are organized to overcome the urban black child's lack of observation, curiosity and rote learning.

After two years on the Saturday Programme, pupils are tested again for scholarships to attend Private Schools. The programme provides a "surrogate white parent" to help integrate students and their families into the private school environment and to help overcome the geographical, historical, economic and social view of life in Southern Africa.

In this way the Gifted Programme seeks to facilitate the education of young leaders who will be fully qualified to participate in the spheres of Commcerce, Industry, Medicine, Law, Education, the Church or any area of life they choose to enter.

The Soweto Saturday Programme and Alexandra Saturday Programme were consolidated during 1988. The Soweto Saturday Programme started in 1982 and the Alexandra Saturday Programme in 1983 now consist of 170 and 150 pupils respectively. Building on the sound educational base both programmes were able to venture into exciting projects outside of the classroom.

The activities of the Saturday Schools can be differentiated into morning programme, afternoon programme and camping excursions. The brief report which follows was taken from the 1988 annual report.

THE MORNING PROGRAMME

1. Classes

Mornings consisted of four lessons of enrichment with emphasis placed on Science, Maths and English.

2. Lifeskills

Problem solving, debating,, health issues, reseach and the use of technical instruments are some of the skills included.

3. Research

In conjunction with the Specialised Education Department of the University of the Witwatersrand, a research project is being conducted at the Soweto and Alexandra Saturday Programmes. The research is aimed at investigating the benefits of Feuerstein's Instrumental Enrichment.

THE AFTERNOON PROGRAMME

1. Special Interest Groups

Workshops for about 20 pupils are run over 3 to 4 weeks on topics of interest. Some of the special interest groups included drama, dance, aerobics, chess, and art groups.

1.1 The Northern Soweto Saturday Programme had a karate special interest group and a series of Creative Art workshops in 1988.

1.2 The Soweto Saturday Programme had computer workshops and much success with their Nature Club and Science Project.

1.3 The Alexandra Saturday Programme hiking group spent three weeks learning about hiking trails, maps, safety equipment and food, after which they went for a weekend hike on the Prospectors trail in the Eastern Transvaal along with pupils from Redhill School.

2. Cross Cultural Contacts

There has been a great deal of contact between Alexandra and Redhill students. Aside from the contact at the Senior Camp, Redhill students have helped teach Alexandra pupils to swim, participated in the Eastern Transvaal Hike, and acted as student leaders on our Junior Camp.

THE CAMPS

1. Lapalala

Under the guidance of Educational Wildlife Expeditions, the Standard 7's visited the Lapalala Wilderness School.

2. Computer Camp

Building on the experience of the past the 1988 Computer Camp was an absolute success with sponsors lending us 30 Personal Computers. The group of 50 black and white students had four days of computer training intergrated with a social programme. This also allowed for the byuilding of cross-racial friendships.

3. Junior Camps

Each centre ran a four day educational and skills camp for the Standard 4 to 6's. Run in the Magaliesburg, the students were taught conceptual and thinking skills through clay modelling, puzzles, chess, initiative tests, and puppet making.

4. Senior Camps

Under the name of Outreach 88 the Soweto Saturday Programme and Alexandra Saturday Programme Programmes had very successful camps for their senior pupils. Outreach 88 was a multiracial camp aimed at providing pupils from black and white schools with an opportunity to "reach out to each other". Students participated in a drama, dance or creative writing workshop, a hike, and a creative photography workshop.

4.5 Leadership development work and research at the University of Stellenbosch, South Africa

The J.F.A. Swartz Educational Leadership Project

The work that is being done in the area of gifted student leadership forms part of a larger research, teaching and development project on educational leadership at the University of Stellenbosch.

The J.F.A. Swartz Educational Leadership Project is responsible for leadership development in education and members present various leadership seminars for student and educational leaders. This particular group presents between twenty-five and forty-five leadership seminars annually for groups like the following:

- inspectors/superintendents of schools
- rectors/principals of teacher training colleges
- heads of teachers' centres
- beginner headmasters
- experienced headmasters
- heads of departments/subject heads
- university student leaders
- president of schools' student councils

The J.F.A. Swartz Educational Leadership Project is an ad hoc project of the University of Stellenbosch. Its work is based on the research on educational leadership and teaching innovations in the Faculty of Education. It is funded by Provincial Departments of Education and industrial concerns. The leadership team is comprised of about 30 educational leaders who include both lecturers and outstanding practitioners. The team is carefully selected and most leaders have been trained locally in andragogy (the art and science of teaching adults), leadership theory and the management of seminars. Five members have also completed advance training laboratories e.g. N.T.L. seminars in the USA.

The goal of the J.F.A. Swartz Educational Leadership Project is as follows:

- to promote educational and youth leadership development in South African schools;
- to foster instructional leadership as number one priority of educational leaders;
- to introduce educational innovation in South African Schools;
- to further teaching professionalism through continuing inservice programmes;
- to improve the quality of teaching in South African Schools.

The Annual Series of Seminars for Presidents of the Student Council

This series of seminars is based on the doctoral research studies of Firmani (1982) and Hanekom (1983) and the publication If you are elected - a guide for young leaders by Cawood and Swartz (1979) - this publication was completely updated and revised in 1989. The new title is Excellence in Leadership - a guide for young leaders (Cape Town: Nasou Publishers)

The main thrust of the ELOS (Educational Leadership Orientation Seminars)-project has been the annual series of seminars for Presidents of the Student Council. These three-day residential seminars are held during the first weekend of the school calender and are attended annually by the head boy and girl of approximately 90 % of the ±300 high schools in the Cape Province.

It developed from involvement in one seminar for Presidents in 1977 to 12 annual seminars in 1989. The twelve seminars are presented on a decentralized basis at different venues catering for approximately fifty student leaders from each different region. In addition to these leadership development opportunities for student leaders, a four hour module on student leadership is included in the annual seminar for beginner headmasters of the Cape Province and opportunities for the training of liaison teachers are made possible by the Teachers' Centres in each region. A basic philosophy on student leadership can thus be focused on at three levels i.e. headmaster, liaison teacher and student leader.

The following statistics reflect the positive effect that these seminars have had on the level of functioning of student councils in high schools in the Cape Province:

STUDENT COUNCILS IN THE CAPE PROVINCE

	1978	1988
Written constitution *	26%	66%
Written aims/objectives	38%	83%
Written year plan/programme	21%	67%
Sub-committee system	14%	76%
Own accommodation	35%	82%
Meet regularly	45%	70%
Work evaluated	25%	62%
Annual/quarterly report	21%	60%

* Note that the eight criteria tabulated here are inter alia part of the philosophy on student leadership propogated by the ELOS-team.